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我国高等教育融入终身教育体系研究

The Study on the Adaptaion of Higher Education to Lifelong
Education System

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摘 要

终身教育理念的产生与发展,源于对社会现实及未来发展需要的关照,是超越传统教育制度将学习延伸至人的生命全过程的崭新的教育理念。终身教育理念的实现,要求重整传统教育体系,建构以终身教育原则为指导的终身教育体系。高等教育作为教育体系中的“龙头”,在终身教育体系建构中肩负特殊的重任。终身教育体系平台上,高等教育的角色将发生重大转变,从传统教育中的终结性教育、最高层次的教育转变为终身教育体系中的一环。高等教育的人才培养使命也发生转变,培养学生终身学习的态度与能力,为他们打好终身学习的基础是高等院校的重要任务。由于认识上的局限性,人们对于终身教育体系平台上的高等教育改革与发展问题,更多的是从宏观层面进行理论探讨,关注的对象也主要是成年的学习者,针对传统大学的学生,如何从大学制度、课程、教学、教师等微观层面进行具体改革与发展的研究存在不足,系统研究较少。因此,本论文根据终身教育理论,运用文献分析、案例分析、比较分析以及实地调研访谈等方法,从微观层面探讨终身教育体系平台上我国高等教育的改革与发展路径,具有重要的理论意义和实践意义。

论文第一章为高等教育融入终身教育体系的基本理论问题研究,主要是澄清与界定本课题的一些基本概念,在理顺研究现状的基础上厘清高等教育与终身教育体系的特殊关系,明确终身教育体系的特征及其对高等教育的诉求,阐明构建终身教育体系的理论基点。

第二章探讨我国高等教育融入终身教育体系的实践现状,并在此基础上进行原因分析。研究认为,我国高等教育融入终身教育体系存在实践滞后的事实,主要由以下几个因素导致:终身教育理论研究上的欠缺;高校办学者的不积极作为;教育政策指导上模糊和混乱;行政管理体制上的障碍;高等教育自身发展的保守性和惰性。

第三章为对台湾地区高等教育融入终身教育体系的实践调研。台湾地区的终身教育先行于大陆并取得丰硕的成果与经验。对于尚处于发展初期的大陆而言,不论从时间、空间、文化上,都可以近距离地审视与借鉴。

第四章是从制度革新的层面探讨高等教育融入终身教育体系的路径。研究认

为，终身教育体系平台上，大学制度改革应坚持“学习者本位”的价值观，走自主革新的发展路径，致力于建立多元化的大学入学方式，进行学分制改革以扩大学生的学习选择权，建立灵活的学习准入、退出与转学机制，大力发展回归教育和继续教育，成立终身教育管理机构和研究机构，建立普通高校与其它层次、类型教育的沟通衔接机制；等等。

第五章是从高校教学、课程、教师等微观层面探讨融入终身教育体系的路径。研究认为，高校必须转变传统的教学观，引导学生自主学习。在课程设置上要遵循多样化原则、衔接性原则、灵活开放的原则和探索性原则，课程的设计和实施要以培养学生的终身学习态度和能力为基准。重塑课程目标，由“行为性”目标转变为“表现性”目标；课程的价值取向坚持“以学习者为中心，促进个人终身发展”；建立弹性灵活的课程结构。就教师而言，要实现由“知识的传授者”向“学习的引导者”的角色转变；具有内省与自觉的意识与精神；建立职前、入职和职后一体化的终身学习体系。教师自身要首先成长为终身学习者，并在教书育人中充分发挥应有的作用。

关键词：高等教育；终身教育；终身教育体系；终身学习态度与能力；路径

Abstract

The generation and development of the idea of lifelong education, from the care for the social reality and future development needs, is a new education idea beyond the traditional education system, which makes the study extending to the whole process of life. The realization of the concept of lifelong education requires the restructuring of the traditional education system, and constructs a lifelong education system with the guidance of the principle of lifelong education. Higher education as a "leading" in the education system, bears the Special responsibility in the construction of the lifelong education system. On the Lifelong education system platform, the role of higher education will have a significant change. It will become a very important part in the lifelong education system from the terminative education and the highest education of the traditional education. The personnel training mission of higher education will also be changed. The most important mission for the institution of higher education is to cultivating the students' lifelong learning attitude and ability and Laying the foundation for their lifelong learning.

Due to the limitation of understanding, for the reform and development of higher education on the lifelong education system platform, most dissertation made much theoretical discussion from macro level. And the concerned object are mainly adult learners. There are some deficiencies for the research on university system, curriculum, teaching, teachers and other specific reform and development from micro level. Therefore, based on lifelong education theory, this dissertation explores the Higher education reform and development path on the lifelong education system platform from micro level by literature analysis, case analysis, comparative analysis and field research interviews, which will have the important theoretical and practical significance.

The first chapter is the basic theory research on the higher education into lifelong education system. It mainly clarifies and defines some basic concepts of this topic. This

chapter also clarifies the special relationship of higher education and lifelong education system on the basis of rationalizing the present research, and clears the characteristics of the lifelong education system and its demand for higher education, and clarifies the theoretical basis of building lifelong education system.

The second chapter discusses the current practices of higher education into a lifelong education system and makes the cause analysis on this basis. The research considers the fact of existing practice lag for higher education into lifelong education system is mainly caused by the following factors: The lack of theoretical studies of lifelong education; the negative act of University operators; the vague and confusing on the education policy guidance ; the barriers on the administrative system; the conservatism and inertia of their own development of higher education.

The third chapter introduces the advanced achievement and experience of Taiwan area through the insearch into the higher education into the lifelong education system. For the mainland area, they can review and learn the experience from time, space and culture.

The fourth chapter studies the methodology of higher education into lifelong education system from the level of system annotation. This paper considers that in the platform of lifelong education system, the university principle innovation should first insist the value view of learner oriented and innovation by them self, for example, building multiple entrance system, learning score system innovation to broaden the learning choices of learners, building flexible learning entrance permit, exit and transferring mechanism, developing return education and continuous education, setting lifelong education administration institution and academic organization, contacting the university and other levels similar education and so on.

The fifth chapter indicated the methodology of lifelong education from the aspects of university teaching, curriculum and teachers. This paper regards that the university must change the traditional view of teaching to guide the learners to learn positively. Curriculum choice should be multiple and continuous and flexible and exploratory. And the design and execution of the curriculum should be based on the training of lifelong education attitude and competence of the learners. The aim of

curriculum should be switch from behavior to express. The view oritention should be learner centered and promote individual lifelong development. And we should set flexible curriculum structure. As for the teachers, the role should change from knowledge transfer to learning guilder. The teacher should be lifelong learner and play certain roles in teaching and developing the learners.

Key words : higher education ; lifelong education; lifelong education system; the attitude and competences for lifelong learning; way

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